Nova Scotia Department of Education
Annual Accountability Report
For the Fiscal Year 2001-02

July 24, 2002

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Accountability Statement

The accountability report of the Department of Education for the year ended March 31, 2002, is prepared pursuant to the *Financial Measures Act* and government policies and guidelines. These authorities require the reporting of outcomes against the Department of Education business plan information for the fiscal year 2001-02. The reporting of Department outcomes necessarily includes estimates, judgements and opinions by Department management.

We acknowledge that this accountability report is the responsibility of Department management. The report represents, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in *Department of Education Business Plan 2001-02*.

Jane Purves
Minister

Dennis Cochrane
Deputy Minister

Message from the Minister

It is my pleasure to present to you the Department of Education's second Accountability Report. This document reports on the Department's activities undertaken to meet the goals and priorities identified in the *Department of Education Business Plan 2001-02*.

We have been very active during the past year in the Department. We continue to work on developing and implementing new curriculum for the province, ensuring that our students are being taught using the latest techniques and information. In particular, mathematics, reading, writing and grammar were curriculum priorities in 2001-02. The province continues to administer assessment to students and the results of these are being reported annually in my *Minister's Report to Parents*. The first report was released in March of 2002, and it included our action plan for helping to improve our students learning in school.

Several education renewal initiatives have been undertaken and will continue into the 2002-03 fiscal year. Issues of financial mismanagement and accountability deficiencies at two of the regional school boards have resulted in improvements to the accountability processes for school boards, and a restructuring of the Strait Regional School Board.

A new Provincial Student Education Council was established, enabling high school students to voice their concerns and share their ideas about public school programs and policies.

A common financial system for school boards was developed, which was implemented on April 1, 2002. This system will ensure that school boards have a standardized financial management and reporting system.

The new Nova Scotia School for Adult Learning was implemented, providing adult Nova Scotians better access to literacy training and upgrading. I am pleased to announce that the first students graduated from the School for Adult Learning in June of 2002. Along with this new program, the new Nova Scotia High School Graduation Diploma for Adults was implemented.

Education became the lead department for the Nova Scotia Skills Strategy. Work on the development of this strategy will continue in 2002-03.

We continued to support community colleges and universities, by providing increased funding for the Nova Scotia Community College and developing a draft discussion paper for post-secondary education. Consultations on the draft paper are expected to occur in 2002-03.

In closing, education continues to be the fundamental building block for Nova Scotians to become productive and contributing members of our prosperous society. With this in mind, my Department will continue to carry out those initiatives that will move us closer to achieving our goals and allowing all Nova Scotians to reach their potential.

103-03652/

1. Introduction

This report is the Department's second annual accountability report. Its purpose is to report on departmental activities undertaken during 2001-02 to achieve the departmental goals, priorities and outcomes identified in the *Nova Scotia Department of Education 2001-02 Business Plan*. As well, other major activities undertaken during the 2001-02 fiscal year are highlighted in the report.

The report is structured into three main sections. The first section reviews the departmental goals and priorities for 2001-02 and provides commentary on departmental accomplishments over the course of the year. The second section reviews the financial results, and the final section provides detailed information on the outcome measures and progress toward achieving departmental targets for these measures.

2. Department Progress and Accomplishments

2.1 Departmental Goals

The goals providing a focus to the actions of the Department of Education in 2001-02 were:

- to provide quality public education and training
- to promote access to post-secondary education
- to ensure accountability
- to use technology as an enabler
- to address diversity through education
- to promote successful career transitions and lifelong learning

2.2 Departmental Priorities and Accomplishments for 2001-02

GOAL 1: PROVIDE QUALITY PUBLIC EDUCATION AND TRAINING

1.1 Undertake education renewal initiatives to address key issues and concerns affecting education in Nova Scotia

Education renewal initiatives were undertaken in two priority areas:

- The *Minister's Report to Parents* supports improvement of the quality of education, accountability to parents and the public, and optimal use of resources. Specific initiatives can be seen in goals 1 and 3.
- School board governance and accountability (see goal 3)

The Department developed recommendations for the allotment of instructional time to priority program areas and for effective semestering and scheduling practices. A strategy paper, *Time to Learn Strategy: Instructional Time and Semestering*, was released to school board staff in February of 2002. Components of the *Time to Learn Strategy* were included in the *Minister's Action Plan: Building Quality, Standards, and Accountability in Education* (March 22, 2002).

The Department of Education worked with several partners on the development of anti-smoking initiatives. The departments of Health and Education revised the *Smoke-Free for Life* supplements for grades primary–3, 4–6, and 7–9, for implementation in 2002-03. In conjunction with the Nova Scotia School Smoking Prevention Coalition, the Department developed *Making It Work! Guidelines for Creating Effective School-Based Smoking Policies.* The Department revised Health Education: Grades 4–6 curriculum to strengthen tobacco education components.

Through the direct purchase process, the Department ensured the provision of textbooks to all students enrolled in grade 12 mathematics courses and grade 7 and 8 science courses. Additional science equipment and supplies were provided to junior high schools. Literacy resources were provided for grades 4–6. Teacher resources were also provided in these curriculum priority areas.

The Department conducted province-wide meetings on the new senior high mathematics curriculum with universities and school personnel (administrators, guidance, math teachers). Leadership training was provided for board teams to support the implementation of four new Atlantic Canada grade 12 mathematics courses. The Department offered 220-hour *Mathematics Plus* courses for struggling grade 10 students (approximately 19 sessions were offered in 2001-02), provided intensive training for pilot teachers (12 pilot teachers received 5 days of training in the spring of 2001, and 14 teachers received another 2 days of training in October of 2001), and developed a research strategy to evaluate the effectiveness of this initiative. A new curriculum guide for mathematics 10-12 was developed for Acadian schools.

A comprehensive program of 21 summer institutes, attended by almost 1000 teachers, was offered by the Department. The Department sponsored the participation of teacher leaders in mathematics and literacy institutes. Professional development workshops for board leadership teams for Mathematics 12, Science 7 and 8, and Literacy primary–6, were provided.

A survey of physical education implementation in grades 7–9 was conducted by the Department and a report, that included recommendations for strengthening physical education in the junior high program, was provided to each school board. The Department contributed to the Physical Activity of Children and Youth Research Study conducted in the fall of 2001. The Department was represented on the Physically Active Children and Youth working group that developed *Active Kids, Healthy Kids: Recommendations for a Nova Scotia Strategy* (January 2002). Meetings were held with each board regarding the implementation of the *Physical Education Safety Guidelines*, which are to be released in April 2002.

1.2 The Active Young Readers/Jeunes Lecteurs Actifs initiative will be implemented province-wide

The Department provided additional resources for grades primary–3 — over 61,000 classroom materials and over 2900 teacher resources were provided. Professional development workshops were conducted province-wide for board leadership teams (each board received one to six days depending on their need, each team had 10-12 people) to support the implementation of *Active Young Readers/Jeunes Lecteurs Actifs* grades primary–3.

Two additional Reading Recovery™ Teacher Leaders were trained through a cost-sharing agreement with two regional school boards. The Department completed the redevelopment of the *Observation Survey of Early Literacy Achievement* in the French language, and Reading Recovery™ teacher training was piloted in all 17 Conseil scolaire acadien provincial schools.

The *Active Young Readers/Jeunes Lecteurs Actifs* initiative was expanded to grades 4–6, and training was provided for board leadership teams comprising more than 100 teachers. Two professional resources were provided for every teacher grades 4–6. Packages of more than 130 books were provided for each classroom grades 4–6, in Anglophone, Acadian/Francophone, and French Immersion schools.

Development of an assessment resource for grades 4-6 French immersion students began during 2001-02 as part of an Atlantic Provinces Education Foundation (APEF) project. Nova Scotia is the lead province for the project.

A *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills* was published as part of a French second language APEF initiative. This report was distributed to all school boards.

A comprehensive binder of literacy materials for elementary school administrators was developed, and implementation grants targeted to school level support were provided.

The *Writers in Action/Écrivains à l'oeuvre* initiative was announced in January of 2002. This initiative will provide handbooks for students, dictionaries and thesauri for classrooms, and professional development for teachers. It focusses on language conventions — grammar, usage, spelling and vocabulary development, punctuation, capitalization, and abbreviations. The initiative will be launched in 2002–03 in grade 4.

1.3 A new Canadian History/Histoire du Canada course will be introduced for grade 11 and Études acadiennes will be piloted in Acadian schools

Pilots of the new Canadian History 11/Histoire du Canada 11 course were conducted in 21 schools. The Department provided professional development, learning resources, and teaching materials to support the pilots. In partnership with school boards and the Nova Scotia Teachers'

Union, the Department developed a draft curriculum guide for Canadian History 11/Histoire du Canada 11. Draft curriculum guides for other courses that fulfill the Canadian history graduation requirement — African Canadian Studies 11, Études acadiennes 11, Gaelic Studies 11, and Mi'kmaq Studies 10 — were also developed. The Department identified and evaluated a range of student and teacher resources and developed a comprehensive strategy to support boards and their leadership teams in implementation of these courses in the 2002–03 school year.

1.4 New advanced course options and programs for high school students

The Department provided intensive professional development for teachers involved in the Advanced Studies Program initiative, including on-line learning facilitator training (E-Fac). School boards were assisted in implementing transition strategies necessitated by the cancellation of the Advanced Studies Program pilot (September 2002).

The Department worked with Dalhousie University to identify opportunities for articulation agreements — to link high school courses with post-secondary programs — for advanced mathematics, biology, and chemistry.

The Department implemented two new advanced courses: Advanced Mathematics 12 (September 2001) and Pre-Calculus Mathematics 12 (February 2002). Development work began for a new course, Business Management 12, that will available in 2003-04 as an advanced course option (pilots will be undertaken in 2002-03).

1.5 Consideration of recommendations of the Report of the Special Education Implementation Review Committee

A response to the Special Education Implementation Review Committee (SEIRC) recommendations was prepared and is currently being reviewed by senior management of the Department.

The Department of Education, in conjunction with the Cape Breton-Victoria Regional School Board, the Strait Regional School Board, the Halifax Regional School Board, the Conseil scolaire acadien provincial, the Eskasoni School Board, Saint Francis Xavier University and Mount Saint Vincent University, has collaborated to identify courses and modules for practicing resource teachers which broaden accessibility to professional development needs. This innovative programming supports resource teachers involved in the delivery of programming and services for students with special needs. Approximately 75 teachers were pursuing graduate level studies at these universities in 2001-02.

1.6 A new Code of Conduct will be introduced

The Code of Conduct has been distributed to all schools and education partners. Teachers in each board have been trained in the area of Cooperative Discipline and an in-service guide has

been prepared to assist boards in this area. Guidelines to accompany the Code of Conduct have been developed and will be implemented in the fall of 2002. The guidelines include a tracking and reporting mechanism regarding behaviour incidences to assist boards in analysing data and planning appropriate interventions and professional development. A teachers guide on meeting behavioural challenges and creating safe and caring learning environments is under development through the APEF and will be implemented during 2003.

1.7 The Department will build 17 new schools by 2004, oversee the addition and alteration program for major renovations to existing school buildings, and work with school boards and other provincial departments to identify and resolve environmental problems in schools

The list of 17 new schools to be constructed by 2004 has now been increased to 19. Of these, seven have been completed, and three are under construction (two will be completed in 2002-03 and one in 2003-04). Nine were in the planning or design stages in 2001-02 — five of these will be completed in 2003-04 and the remaining four will be completed in 2004-05. Additions and alterations were carried out in 92 schools. Work is ongoing with the Coordinator of Environmental Health and Safety — reviews of 35 to 40 schools completed last year and studies conducted where necessary.

The School Capital Construction Committee will review priorities for school construction, renovation and maintenance projects. The committee met with school board representatives in 2001-02 and will conduct a series of school visitations in 2002-03 prior to developing a priorities plan.

1.8 Establish a Provincial Student Education Council

The Minister of Education established the Provincial Student Education Council in January of 2002. The Council, overseen by the Youth Secretariat, enables high school students to voice their concerns and share ideas about programs and policies that affect the public school system. The Council consists of 27 students, of which there is representation from Acadian, Mi'kmaq and African Nova Scotian communities.

1.9 Additional Initiatives

A survey was administered to grade 11 students who are no longer taking Core French in January of 2002. The survey is part of an APEF project aimed at identifying ways to increase enrolment in Core French programs at the high school level. Results of the survey are expected to be available in the fall of 2002.

GOAL 2: PROMOTE ACCESS TO POST-SECONDARY EDUCATION

2.1 Identify education renewal initiatives to ensure the post-secondary education system is designed to meet the needs of Nova Scotia

Education renewal initiatives identified for the post-secondary education were incorporated into the Nova Scotia Advisory Board on Colleges and Universities draft discussion paper on post-secondary education. This draft paper focuses on future size and capacity, quality, and accountability of the post-secondary education system. Release of the discussion paper and ensuing consultations are expected in 2002-03.

2.2 The Department will increase the base budget of the Nova Scotia Community College

The Department increased the base budget of the Nova Scotia Community College (NSCC) by $5.3 million, to $61.6 million (after recoveries), to support growth of the College in strategic training sectors. An interdepartmental working group considered the KPMG and NSCC Growth Strategy reports and drafted recommendations in March of 2002.

2.3 The Department will explore and foster greater synergies between the Collège de l'Acadia and Université Sainte-Anne

A business plan developed by the Collège de l'Acadie and Université Sainte-Anne for the merger of the two institutions received support in principle by the provincial and federal governments and plans for the merger continue to move forward. The business plan and merger are expected to be finalized in 2002-03.

2.4 A policy for designating post-secondary education institutions that are student loan eligible will be drafted, debated and considered

A draft policy for designating post-secondary institutions as student loan eligible was completed. Presentations on the draft policy were made to the Nova Scotia Advisory Board on Colleges and Universities, the Council of Nova Scotia University Presidents (CONSUP), and the presidents of NSCC and Collège de l'Acadie. It is expected that the new policy will be implemented in 2002-03.

2.5 Work with the Nova Scotia Community College to ensure that education and training opportunities are closely tied to economic growth sectors in the province

NSCC developed new programs reflecting the future needs of industry to ensure that education and training opportunities are closely tied to economic growth sectors. These programs will receive input through industry advisory committees. As an example, Offshore Operations, commencing in September 2002, will provide students with the technical skills required to function as a member of an offshore team on a production or drilling facility.

CollegePrep is a program that formally connects the Nova Scotia Community College with high schools province wide. The Department signed an articulation agreement with the NSCC linking high school courses in Tourism with college programs, allowing students to receive college credit for their high school successes. A similar agreement was drafted for Applied Networking Technology/CISCO. As well, the Department worked with the NSCC on the development and piloting of Film and Video Production 12.

GOAL 3: ENSURE ACCOUNTABILITY

3.1 The Grade 6 English language arts assessment will be administered and the results used to identify and support students who have not demonstrated an acceptable level of language skill

A new grade 6 assessment for reading and writing is being developed. Two committees, one for French and the other for English, developed specifications for the assessment. Item writing and field testing occurred during the fiscal year. Administration materials and a parent/guardian pamphlet were drafted and submitted to the department's Literacy Steering Committee.

3.2 Grade 5 mathematics assessment will be administered

A new grade 5 mathematics assessment was developed in 2001-02. In-services for all grade 5 teachers, including French immersion, were conducted in the fall and spring. During the in-services teachers were informed about the nature of the assessment and they were prepared for the administration of the assessment in May of 2002.

3.3 The Department will continue to administer the Atlantic Canada Examinations in grade 12 English language arts, biology, chemistry and physics

Examinations were developed and administered to grade 12 students in Biology, Biologie (French immersion), Chemistry, Chimie (French immersion), English, English/ Communications, and Physics. Examination marking sessions were conducted employing over 100 teachers. A report on the results of each examination was prepared and published.

3.4 Discussions will begin with Citizenship and Immigration Canada to negotiate a framework agreement for immigration in Nova Scotia

Negotiations with Citizenship and Immigration are well underway for a new federal/provincial Framework Agreement on Immigration. It is expected that negotiations will be finalized in the fall of 2002. The new Agreement will outline the roles and responsibilities of both levels of government, collaboration and consultation mechanisms to promote strong policy development, and approaches to information sharing.

3.5 The Department will develop a set of performance indicators to measure achievement at universities and community colleges

The Nova Scotia Advisory Board on Colleges and Universities draft discussion paper on post-secondary education includes a section on performance indicators as a possible approach to assessing related issues. These indicators are expected to be a part of the consultations on the discussion paper in 2002-03.

3.6 Additional Initiatives

Issues of financial mismanagement and accountability deficiencies arose in two school boards in the fall of 2001. A three-department (Education, Finance and Justice) investigation, an independent audit of one school board and a forensic audit of the other, along with a consultant's study on compensation, were initiated and completed by fiscal year-end (an RCMP investigation is still ongoing). Based on the results of those investigations, amendments to the *Education Act*, via the *Financial Measures Act*, were passed during the spring sitting of the House. In addition, government agreed to extend the Southwest Regional School Board pilot model to the Strait Regional School Board, becoming effective on April 5, 2002.

The first *Minister's Report to Parents* was released in March 2002. The report provided assessment results for Nova Scotia students on recent provincial, national, and international tests. Included in the report was the *Minister's Action Plan: Building Quality, Standards, and Accountability in Education*. This Action Plan is intended to address areas of weaknesses as indicated by the assessment results. The *Minister's Report to Parents* will be updated annually and published in the fall of each year.

Amendments to the *Education Act* in 2000 created a pilot model on different governance for the Southwest Regional School Board. This model was to be evaluated by 2004. An interim evaluation occurred in the fall and winter of 2001, after the pilot's first full year of operation. Staff at the Department supported a three-person independent Evaluation Team in its investigation and report. The Department developed a Response to the Report which was released to the affected district school boards in February of 2002, and put together an Action Plan to support the achievement of the recommended improvements to the operation of the pilot.

GOAL 4: USE TECHNOLOGY AS AN ENABLER

4.1 Common Financial System for school boards

Work on a common financial system for school boards was undertaken and completed in 2001-02. The SAP and Business Warehouse system went "live" in the seven regional school boards on April 1, 2002. The system will ensure school boards have a standard financial management and reporting system. As well, initial scope and project planning for SAP's human resources and

payroll modules was addressed. The report will be used to do the detailed planning for the implementation project which is scheduled to begin in fiscal 2002-03.

4.2 Continuation of the Information Economy Initiative

The Information Economy Initiative (IEI) continued in 2001-02 with a focus on curriculum software applications and professional development for secondary teachers. In addition, the IEI-Extension was initiated at grades 4-6 with the continuation of technical support and professional development for teachers organized through school boards. The Department of Education centrally managed the tendering of 1200 computers, accessories and software, which were distributed on a per capita basis across the province. This investment is designed to stimulate economic development and learning in every corner of the province.

IEI continued its support to Acadia University, Dalhousie University and the University College of Cape Breton, to assist with the education of under-graduate and graduate students and to enhance university and business linkages in the information technology sector.

4.3 Strategic interventions to enhance the innovation cycle of universities in the province

A $15 million Research and Innovation Trust Fund was established to provide a minimum of $12 million in matching funds, primarily for Canadian Foundation for Innovation (CFI) awards to the universities and colleges, and a maximum of $3 million in matching funds for awards to Genome Atlantic and the Life Sciences Development Association. The establishment of this Trust Fund will allow universities and community colleges to access federal funds in support of research infrastructure in areas where research has been judged to meet national and international standards. As well, the department continues to work with the Office of Economic Development on a Research Development and Innovation Framework which is planned for release in the fall of 2002.

4.4 Work with school boards and the college system to explore the use of information and communications technology

In collaboration with the NSCC, the Department sponsored the training of teachers in Applied Networking Technology and AutoCAD. Training was provided for Advanced Studies Program and Canadian History 11 pilot teachers in the use of online resources for course delivery. The Department offered a number of summer institutes that highlighted the use of technology in the delivery of programs.

4.5 Provision of enhanced library services for print disabled library users

The VISUNET CANADA license, which includes all public, university, and community college libraries in Nova Scotia, has increased access to non-print materials held in the CNIB Library in Toronto. The license has also allowed libraries to make this collection available to any Nova

Scotian with a print disability, as defined in the *Copyright Act*. This increased access has created partnership possibilities which libraries are actively exploring with organizations such as the Learning Disabilities Association of Nova Scotia. The license has also strengthened the relationship between libraries and local CNIB offices.

As part of a growing network of VISUNET CANADA partner libraries across the country (Nova Scotia was only the second province to sign a province-wide license), libraries in Nova Scotia are now consulted on national strategic directions for the CNIB Library, and receive information and announcements of developments in this rapidly changing area. This partnership is a long term initiative which will pay significant benefits over time.

4.6 Implementation of the Network's Web Awareness program in Nova Scotia's public libraries

The Nova Scotia Provincial Library signed a license on behalf of regional libraries with the Media Awareness Network to deliver their Web Awareness training program. All nine regional libraries have staff members trained in the delivery of the three Web Awareness modules. So far, training sessions have been presented to library staff who work with children in an online environment. Sessions have been held for the general public, and through partnerships with other organizations. The Department has also purchased a license for the training module, and regional library staff have assisted some boards in the delivery of in-service sessions for teachers.

As a result of this license, Nova Scotia libraries are now part of a national advisory committee on the development of the Web Awareness program. Libraries play an active role in the Network's active research component.

4.7 Additional Initiatives

A web-based electronic Application for Financial Assistance was launched for the 2001-02 processing year. The application has many edits built in, which ensures that the majority of applications are submitted with all the information needed to complete an award assessment. Students who continue to apply electronically in subsequent years will only have to update their information, rather then filling out a whole new application. An easier application process and faster processing time have improved the service to Student Assistance clients. In the first year, 70% of the applications were received online, other provinces received only 20-30% of their applications online in the first year.

The Student Assistance website has been enhanced with an online status inquiry function. This allows students, parents and the staff of educational institutions to access, with the proper identifiers, status information on individual files. For example, a student can check if his/her application has been received, specifics of information that is needed to complete the assessment, and loan amounts. Copies of the actual assessment are also accessible from this site.

GOAL 5: ADDRESS DIVERSITY THROUGH EDUCATION

5.1 The Racial Equity Policy will be approved

The Racial Equity Policy was finalized and approved in 2001-02 for implementation in 2002-03. A Summer Institute on the Bias Evaluation was developed and will be offered in the summer of 2002 to train teachers as part of the implementation process.

5.2 Continue discussions on the establishment of the Africentric Learning Institute

The Department provided $100,000 to support the development of the Africentric Learning Institute. A business plan was developed and submitted to government, and a temporary location has been secured at Mount Saint Vincent University.

5.3 Develop resources to support Mi'kmaq Studies 10 and support Mi'kmaq cultural awareness

The Department continues to work collaboratively with Gage Publishing to ensure appropriate and accurate representation of First Nations content within the Canadian History 11 text and support resources. Through the Tripartite Forum, the Tripartite Education Working Committee developed and distributed a *Mi'kmaw Education* publication — the March 2002 release of *Mi'kmaw Education* highlighted positive educational initiatives and stories happening throughout the province.

5.4 Additional Initiatives

The Department identified and added to the *Authorized Learning Resources* list numerous resources that support the principles of equity and diversity, including those provided through the *Active Young Readers* initiative and resources to support the Mi'kmaq Studies 10 course. The resources included diversity issues in the professional development of implementation leadership teams.

GOAL 6: PROMOTE SUCCESSFUL CAREER TRANSITIONS AND LIFELONG LEARNING

6.1 Work to implement the new Nova Scotia School of Adult Learning

In September 2001, the Nova Scotia School for Adult Learning was officially launched, as was the new education credential, the Nova Scotia High School Graduation Diploma for Adults. During the course of the year, the Department established funding arrangements and extensive partnerships with colleges, school boards and community-based organizations to deliver adult education programs for adults ranging from basic literacy to high school completion.

Approximately 3000 Nova Scotians participated in programs supported through the School for Adult Learning. The first graduates of the High School Graduation Diploma for Adults are expected in June 2002.

The Department carried out numerous public presentations and briefing sessions to inform service providers, referral agencies, funding agencies and government departments on program options for adults returning to learning. The Department also launched seven Regional Planning Teams across the province. These teams, composed of representatives from Community Services, Human Resource Development Canada, school boards, colleges, and community-based organizations, meet regularly to ensure a coordinated education system for adults and to strengthen program collaboration and student referral systems. Some of the team members have worked in partnership to develop service delivery pamphlets and to coordinate local information sessions.

The Department also developed a policy framework and produced a number of documents on student assessment and diploma requirements to guide the work of the School for Adult Learning. In addition, the Department undertook extensive curriculum development work at Levels 3 and 4 of the Nova Scotia Adult Learning Program and its Francophone counterpart, *Formation générale des adultes*.

6.2 Make available Career Options on the Department's web site

Career Options, an occupational handbook for Nova Scotians, is now available online at http://careeroptions.ednet.ns.ca. This web site provides users with career planning information and includes a searchable database on occupations in Nova Scotia. Users can obtain information on the nature of work, qualifications, and training required for each occupation. Work began on the next edition of *Career Options*, which should be available in the fall of 2002.

6.3 Work with business, labour and training institutions to address skill development issues to meet the needs of the Province's changing labour market; and work with other provincial departments to advance the priorities identified under the Labour Market Development Agreement

In February 2001, an interdepartmental committee (the Fox Committee) — with representation from Education, Community Services, Economic Development, Health, Petroleum Directorate, and Environment and Labour — was created to determine government's current labour market development activities; identify linkages between government, industry, labour and education; and recommend an approach to labour market development. In December of 2001, the labour market issues identified in the Skills Task Force Report (the Fox Report) were confirmed and direction was provided to the government's approach to skills development. The lead for skills was given to the Department of Education on March 27, 2002. In the coming fiscal year, with the input from stakeholders, the government will develop a Skills Nova Scotia Framework and Action Plan which will be released in the fall of 2002.

The Department, together with other Provincial government departments, continued to work with the federal government to advance priorities established under the Labour Market Development Agreement (LMDA). During the year, the Province served notice to the Minister of Human Resources Development Canada that it wished to negotiate a new agreement that would better serve the needs of Nova Scotians.

6.4 Development of Youth Pathways and Transitions initiatives in senior high schools

Several initiatives were undertaken to support the Youth Pathways and Transitions strategy:

- the Department supported a high school career portfolio project in partnership with the Annapolis Valley Regional School Board and the NSCC—the career portfolio provides a record of a student's education, achievements, and work experiences
- support was provided to a Biology 12 Co-operative Education and Science of Aquaculture/Fisheries pilot program conducted in the Tri-County District School Board
- work was undertaken with the NSCC on the development of a transitions agreement regarding students who require special education programming/services
- the expansion of the Techsplorations initiative was supported by the Department
- the Department supported program shadowing/mentoring initiatives in partnership with the NSCC (120 students participated in 2001–02)
- work was undertaken with the school boards and the NSCC on the development of articulation agreements in a number of areas—business education, aquaculture, tourism, entrepreneurship, human services management, and early childhood studies—that link high school courses to post-secondary programs (the first formal agreement re Tourism 11 was signed in January 2002; it is expected that a number of agreements will be finalized in 2002–03)

6.5 Expansion of the Centre for Entrepreneurship Education and Development's (CEED) entrepreneurship programs and exploration of a change in status for CEED

The further expansion and success of the CEED's entrepreneurship programs both regionally and in the international arena is reliant upon accessing third party funding. CEED has been actively pursuing an international market for entrepreneurship education to ensure overall sustainability. It has become necessary, in order to access available third party funding, to have CEED cease as a provincial entity within the Department of Education and to be established as a not-for-profit entity. As such CEED would continue to meet the transition needs of young Nova Scotians and market Nova Scotian expertise in the area of entrepreneurship training and development outside the region. CEED will become a not-for-profit entity in 2002-03.

6.6 Work with colleges in the Atlantic provinces to address apprenticeship training standards

The Atlantic Apprenticeship Council, which consists of both the Atlantic Directors of Apprenticeship and Apprenticeship Board Chairs, have cooperated in the development of common Training Standards and Record of Occupational Progress Books (logbooks):

- 22 Apprenticeship Training Standards have been developed
- validation has been completed in 13 programs and the other nine are in process
- twelve Record of Occupational Progress Books (logbooks) have been printed and distributed — five are currently in development
- through contract with the Nova Scotia Community College and the University College of Cape Breton, curriculum is being adjusted and learning materials are being developed to reflect the outcomes of the Atlantic Provinces common curriculum standards

6.7 Expand programs and services offered through the Workplace Education Program

In 2001-02, Workplace Education Programs approved essential skills program grants to a total of 49 work sites for the delivery of 119 individual programs. This is an increase from 37 work sites and 108 funded programs in 2000-01. It supported the career transition of former workers at DEVCO, SYSCO and Dartmouth Marine Slips through worker adjustment action centres set up in partnership with Human Resources Development Canada. It also continued to explore a partnership with Community Services to address the job-related essential skill needs of its clients. English as a Second Language training for employed newcomers to Canada was offered in partnership with the Halifax Immigrant Learning Centre.

6.8 Additional Initiatives

The Nova Scotia Youth Secretariat launched a new Web site that will help youth gain access to information and resources needed for career and life decisions. The site, located at http://youth.ednet.ns.ca, provides young people between the ages of 15 and 24 with information on planning their careers, funding their education, writing resumes and cover letters, preparing for job interviews, finding job openings, accessing Nova Scotia government employment programs and much more. This web site is also a useful tool for parents, teachers and guidance counsellors. The information and resources on the site can be used to help these individuals guide and support the choices made by young people.

The Department worked with a number of external partner groups to support pilots of the Workplace Health and Safety 11 course. Summer institutes offered in 2001 included WHMIS Certification for Teachers and Workplace Health and Safety.

The Nova Scotia Department of Education, Human Resources Development Canada, Nova Scotia Community College and the National Literacy Secretariat have partnered to establish the Apprenticeship Essential Skills Initiative to assist clients to achieve success in their

apprenticeship program. This Initiative will increase accessibility and success in Apprenticeship Training. Every Apprentice will participate in an individualized assessment and a learning plan. The learning plan maps a pathway for developing the essential skills necessary to be successful in their trade, both on the job and in the classroom. Three pilot projects are currently underway in the Industrial Mechanic (Millwright), Ironworkers and Painter/Decorator Trades.

2.3 Highlights from Human Resources

The Human Resources Division is accountable for delivering the full range of comprehensive human resources services and strategic advice necessary to support department managers and employees in achieving the business objectives of the department and government. Human resources business plan goals focussed on developing a productive, diverse workforce, and on providing management with effective, practical services. Key initiatives and accomplishments include:

Provincial Teachers Labour Relations: The current Teachers' Provincial Agreement expired on December 31, 2001, and the parties commenced negotiations in November 2001. The Human Resource unit coordinated consultation with departmental management and school board administration in preparing the department's asking package and is actively participating in ongoing negotiation discussions with the Nova Scotia Teachers Union.

Occupational Health and Safety Program: Fiscal 2001-02 was "Year Four" of the Department's five year plan for the development and implementation of an effective occupational health and safety program. This year's achievements include the Joint Occupational Health and Safety (JOHS) committees' annual review and proposals for changes in government's corporate policy; training for fire wardens, JOHS committee members, employee defensive driving, first aid and new employee Occupational Health and Safety orientation; initial planning for safe work practices for employees using vehicles on government business; site inspections; reduced work-related injuries; ongoing ergonomic assessments/improvements; and several wellness initiatives.

Corporate Human Resource Priorities: Considerable time was devoted to participating in the planning and implementation of a number of corporate (government-wide) priorities including human resources strategic planning, performance evaluation for management employees, an overhaul of the classification systems for union and management positions, groundwork for succession planning, ongoing compensation administration, support for government's diversity program, attendance/disability management, and employee training/development activities.

Other Achievements: The division continued to participate in planning for the SAP system's human resources and payroll modules, supported transition to non civil service status of Centre for Entrepreneurship Education and Development employees, designed an improved orientation program for new staff, and completed a review of casual staff utilization.

2.4 Highlights from Information Technology

High Speed EDnet Connections
EDnet is a Wide Area Network providing over 600 education and related organizations with cost effective data communications for connection to the Internet, curriculum delivery, information distribution, and administrative computer applications. In December 2000, with assistance from the Information Economy Initiative, an agreement was established with MTT to have all sites upgraded to a minimum of Asymmetric Digital Subscriber Line (where available), 512Kbps for sites with less than 40 computers, or T1 (1.5Mbps) for sites with more than 40 computers or currently using video conferencing. Work to implement the new network began immediately and was completed in fiscal year 2001-02. This initiative provides an increase of up to 16 times in bandwidth at no increased cost to sites. Consequently, access to on-line learning and administrative applications has increased.

During the past year the Department investigated the feasability of utilizing caching and content filtering and installed and piloted internet protocol-based video conferencing systems in four locations: Yarmouth, Truro, Sydney and Halifax. This work will provide valuable information as the Department assesses its use of this technology. In addition, the use of the centralized e-mail service (web mail) grew to approximately 110,000 students and teachers, and by the end of 2001-02 there were 212 schools using web space managed by the Department.

E-Government Services
The Private Career Colleges Information System was not web-enabled during 2001-02 due to lower than expected staffing levels.

Web Site Redesign
Much of the planning needed to re-design the Department's web site was completed in 2001-02. Standard templates for web pages were created and information categories developed based on type of client (e.g., parent, teacher, student). The process to categorize the information was started, as was an evaluation of portal technology to manage and deliver client-centered content. Once completed this work will improve navigation and client access to the Department's web site.

Interprovincial Computerized Examination Management System
The Interprovincial Computerized Examination Management System (ICEMS) was delayed because of defects identified during pilot testing. The design company is working to resolve these deficiencies and the new implementation date for Release 1 is now October 31, 2002. Once Release 1 is fully implemented, ICEMS will be used to maintain a bank of examination questions, generate interprovincial examinations, score and report results, and provide a variety of statistics and analytical information. A second release will allow students to write interprovincial examinations "online." While the full functionality of Release 1 is not scheduled

until October 31, 2002, most provinces, including Nova Scotia, are now using ICEMS to update the exam question bank and generate new examinations.

Integrated Data Management Project
Please see 4.1 in section 2.3 on departmental accomplishments.

2.5 Highlights from Financial Management

Starting in the fall of 2001, Finance staff addressed and managed issues associated with two major high profile activities that occurred concurrently — ongoing examination of financial irregularities in two school boards and the development of the department's budget.

Staff from both Grants and Audit section and Financial Management were members of the implementation team supporting the development and introduction of the IDMP/SAP system. The Senior Executive Director, Corporate Services was the Co-chair of the Implementation Committee. The SAP and Business Warehouse went "live" in the seven School boards on April 1, 2002. The department also is now responsible for the master file maintenance associated with the new system.

A strategy was developed to shift capital spending so that expenditures on Additions, Alterations and Renovations are more balanced with new construction spending. This is anticipated to preserve value in facilities rather than construct new facilities. In order to implement this policy, a capital construction program with specific components and funding for new construction and Additions, Alterations and Renovations was developed.

The Division continued to identify and address recording and forecast issues associated with the application of the Province's Tangible Capital Asset policy to the operational activities of construction and renovating capital facilities.

Support was provided to budget, record and forecast expenditures on the basis of the revised Departmental structure. Analyses were provided to support decision making in a number of Departmental branches.

The operational efficiency in the use of the Corporate Financial Management System was improved, particularly in the area of full-time equivalent control where the department now operates as a leader in development of policy and mechanisms to effect position control. Additionally staff effectively utilized the SAP system to deliver the department's 2002-03 budget process within established timelines.

3. Financial Results

The 2001-02 budget and actual expenditures for the Department of Education are as follows:

	Budget	Actual	Variance
Senior Management	$383,000	$380,100	$2,900
Public Schools	778,810,000	789,796,900	(10,986,900)
Higher Education & Adult Learning	100,100,000	100,691,000	(591,000)
Corporate Services	9,144,000	13,508,100	(4,364,100)
sub total	**$888,437,000**	**$904,376,100**	**($15,939,100)**
Assistance to Universities	$201,232,000	$201,732,000	($500,000)
Total	**$1,089,669,000**	**$1,106,108,100**	**($16,439,100)**

The $16.4 million variance resulted from $5.0 million of non-capitalized repairs and renovations to schools, $5.2 million of additional funding to support school board operations and purchase additional textbooks, $1.7 million of net amortization charges on capital acquisitions for schools, $1.6 million of pension contributions for Flexible Option purchases by teachers, $1.5 million of funding for Nova Scotia Community College development plans, $0.7 million of additional provincial contribution to French language education, $0.5 million for program establishment at the University College of Cape Breton, and $0.2 million of other departmental operational expenditures.

4.0 Outcome Measures

SCHOOL ACHIEVEMENT INDICATOR PROGRAM

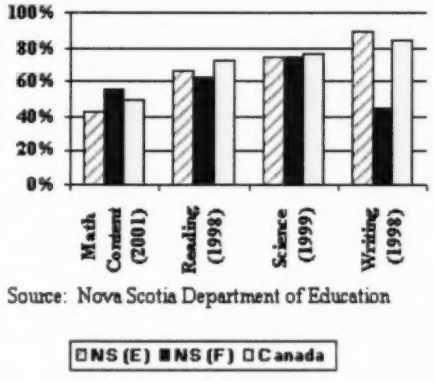
One of the Department's core business areas is P-12 Education. The results of the School Achievement Indicators Program (SAIP) are some of the measures for a desired outcome that fall within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

SAIP assesses 13- and 16-year-old students in mathematics, reading, science, and writing. The data reported below are based on the results of 16-year-old students only. These students have had the longest exposure to the Public School Program in mathematics, reading, science, and writing.

SAIP, a national assessment, has five levels of performance. Each level has a description of student performance. The national standard for the performance of 16-year-old students is set at level 3. This measure presents the percentage of Nova Scotia students achieving level 3 or higher.

Nova Scotia SAIP Results
16-Year-Olds - % at Level 3 or Higher



Source: Nova Scotia Department of Education

WHERE ARE WE NOW?

In 2001, our 16-year-old English students math content results were below the national average, while the French student results were above the national average. In 1998, the Nova Scotia results for reading were below the national average. The 1998 results of Nova Scotia English students in SAIP writing were above the national average, while the results for French students were below the national average. For science, the results in 1999 for Nova Scotia and Canada were fairly close.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is for the results of the reading assessment to increase to 72% of 16-year-old students being at level 3 or higher by the 2005 assessment. The 2002 assessment results for writing are targeted to be higher than those in 1998. The target for the mathematics results for English students is 50% in the 2006 assessment, and the results for French students are targeted to increase. The results of the 2004 science assessment are targeted to be higher than the results of the 1999 assessment. Several activities undertaken in 2001-02 are expected to help students achieve, such as *Active Young Readers/Jeunes Lecteurs Actifs*, *Writers in Action/Écrivains à l'oeuvre*, *Reading Recovery*™, the Time to Learn strategy, and teacher resources and professional development. The *Minister's Action Plan: Building Quality, Standards, and Accountability in Education* outlines a number of initiatives to help improve student performance.

PROGRAMME OF INTERNATIONAL STUDENT ASSESSMENT

One of the Department's core business areas is P-12 Education. The results of the Programme of International Learning Assessment (PISA) are some of the measures for a desired outcome that fall within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

The average score for all countries in PISA is 493. This measure compares the performance of Nova Scotia with the performance of the international community in reading, mathematics, and science.

PISA assesses 15-year-old students in reading, mathematics and science, and was administered for the first time in the spring of 2000. Thirty-two countries and all the Canadian provinces participated in PISA in 2000.

WHERE ARE WE NOW?

For PISA reading and PISA science, Nova Scotia English students performed higher than the international average, while Nova Scotia French students performed below the international average. The results for Canadian 15-year-old students were higher than Nova Scotia's results.

PISA Results, 2000
15-Year-Old Students

	Reading	Mathematics	Science
Nova Scotia (English)	522	513	517
Nova Scotia (French)	474	508	466
Canada	534	533	529
All Countries	493	493	493

Source: Nova Scotia Department of Education

For PISA mathematics, the results for both Nova Scotia English and French students were higher than the international average, and lower than the results for Canadian students.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

This is the first time Nova Scotia participated in PISA. These data will be used as baseline data for the next administration of PISA in 2003. As identified in the previous measure there are a number of initiatives being undertaken to help improve student performance.

NOVA SCOTIA EXAMINATIONS

One of the Department's core business areas is P-12 Education. The results of the Nova Scotia Examinations (NSE) are some of the measures for a desired outcome that fall within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

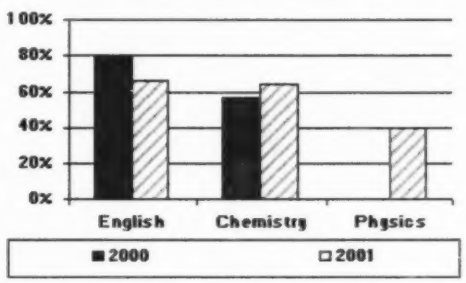
NSE are administered to grade 12 students in English language arts and the sciences. The passing mark for NSE is 50%. This measure informs us about the percentage of students who achieve a passing mark in English 12, Chemistry 12, and Physics 12.

NSE are based on the Atlantic Canada curriculum. The current measures are for students in English boards only, including French immersion.

WHERE ARE WE NOW?

The percentage of grade 12 Nova Scotia students achieving a passing mark on NSE are as follows: English 12 — 67% in 2001, down from 79% in 2000; Chemistry 12 — 65% in 2001, up from 57% in 2000; and Physics 12 — 40% in 2001 (note that this was the first year for NSE in Physics 12).

Nova Scotia Examinations 2000 & 2001 - Grade 12 Results



Source: Nova Scotia Department of Education

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target for 2004-05 is that 70% of grade 12 students will achieve a passing mark on NSE for English 12, 70% for Chemistry 12 and 60% for Physics 12. As identified in the SAIP measure there are a number of initiatives being undertaken to help improve student performance.

HIGH SCHOOL GRADUATION RATE

One of the Department's core business areas is P-12 Education. The high school graduation rate is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

The graduation rate is the percentage of students receiving a high school graduation diploma compared with the number of students in grade nine three years earlier.

Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual's future success is built.

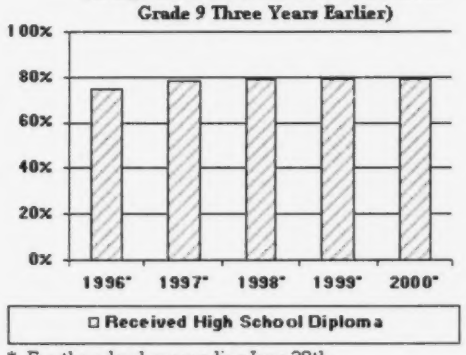
WHERE ARE WE NOW?

The 1999-00 graduation rate was higher than that reported in 1995-96, 79.1% versus 74.9, respectively.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Senior high students can choose course options that are consistent with their planned destination, be it university, community college, trades or the job market. It is expected that having opportunities to prepare for the various destinations will keep students motivated to graduate from high school.

Grade 12 Graduation Rate
(Compared to the Number of Students in Grade 9 Three Years Earlier)



* For the school year ending June 30th
Source: Nova Scotia Department of Education

STUDENTS FEELING SAFE

One of the Department's core business areas is P-12 Education. The percentage of grade 8 students reporting that they feel safe is one of the measures for a desired outcome that falls within this core business area, "Safe Learning Environment."

WHAT DOES THIS MEASURE TELL US?

This measure tells us the percentage of grade 8 students reporting that they agree with the statement "I feel safe from personal harm," in the Atlantic Provinces Education Foundation (APEF) survey.

It is important that students feel safe while at school. This measure is a proxy of how safe students feel.

WHERE ARE WE NOW?

The survey was conducted in the spring of 2002. Data are still being analyzed by the APEF, the sponsor of the research. Results are expected by late summer 2002.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The results of the first survey will be used as baseline data and will help determine future direction.

PHYSICAL EDUCATION SAFETY GUIDELINES IMPLEMENTATION

One of the Department's core business areas is P-12 Education. The percentage of schools implementing the *Physical Education Safety Guidelines* is one of the measures for a desired outcome that falls within this core business area, "Safe Learning Environment."

WHAT DOES THIS MEASURE TELL US?

The measure tells us what percentage of schools across the province have implemented the new *Physical Education Safety Guidelines*.

Physical Education Safety Guidelines have been developed for implementation during the 2002-03 school year. It is important that all schools implement these guidelines.

WHERE ARE WE NOW?

The *Physical Education Safety Guidelines* are to implemented in the 2002-03 school year.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is that 100% of the schools will have implemented the guidelines during the 2002-03 school year.

SCIENCE SAFETY GUIDELINES IMPLEMENTATION

One of the Department's core business areas is P-12 Education. The percentage of schools implementing the *Science Safety Guidelines* is one of the measures for a desired outcome that falls within this core business area, "Safe Learning Environment."

WHAT DOES THIS MEASURE TELL US?

The measure tells us what percentage of schools across the province have implemented the new *Science Safety Guidelines*.

Science Safety Guidelines are being developed for implementation during the 2002-03 school year. It is important that all schools implement these guidelines.

WHERE ARE WE NOW?

The *Science Safety Guidelines* are to implemented in the 2002-03 school year.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is that 100% of the schools will have implemented the guidelines during the 2002-03 school year.

CIGARETTE USE

One of the Department's core business areas is P-12 Education. Cigarette use is one of the measures for a desired outcome that falls within this core business area, "Healthy Students."

WHAT DOES THIS MEASURE TELL US?

The measure tells us the percentage of students in grades 7, 9, 10 and 12, that have used cigarettes at least once in the past year.

The Department is undertaking a number of initiatives to help reduce the overall rate of cigarette use among students. Although cigarette use is influenced by several factors, it is hoped that the decision to use cigarettes can be influenced by the education system.

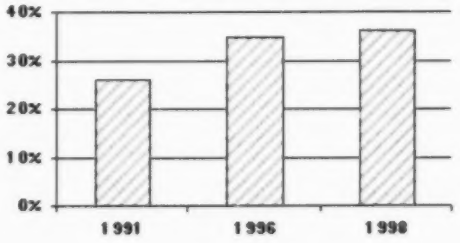
WHERE ARE WE NOW?

In 1998, 36.1% of students in grades 7, 9, 10 and 12 reported using cigarettes at least once in the past year. The percentage of students using cigarettes has been increasing over the last seven years.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is intended that initiatives to reduce cigarette use will be effective and the trend will be reversed, resulting in reduced cigarette use among students.

Cigarette Use Among Students At Least Once in Past Year



Source: Nova Scotia Department of Health, Nova Scotia Student Drug Use 1996: Highlights Report; and Nova Scotia Department of Health and Dalhousie University, Nova Scotia Student Drug Use 1998: Technical Report

P-12 Computer Ratio

One of the Department's core business areas is P-12 Education. The P-12 computer ratio is one of the measures for a desired outcome that falls within this core business area, "Accessibility."

What does this measure tell us?

There are three measures that can be included for this item. The first reports the ratio of total students to total computers. The second reports the ratio of total students to current computers, where current computers are defined as those computers with 200 MHZ or better (Note that the availability of current computers will enable students to effectively use current software). The last measure reports the number of classrooms with three or more current computers.

The Information Economy Initiative (IEI) — a federal/provincial project intended to leverage investment for Internet connections, hardware, software, technical support and professional development for schools, universities and communities across Nova Scotia — has provided a number of computers to schools throughout Nova Scotia. Computers are also provided to schools through the Technology Recycling Program, a private-public partnership that refurbishes used computer equipment for distribution to schools throughout Nova Scotia. These computers support student learning and achievement in the Nova Scotia Public School Program and help prepare students to function and compete in today's labour market where technology and communications are so important.

Where are we now?

As of March 31, 2002, there were 6.2 students for every computer, and 9.3 students for every computer with 200 MHZ or better. A total of 2088 classrooms had three or more current computers.

P-12 Computer Ratio and Number of Classes with Three or More Computers

	March 31, 2002
Ratio of Total Students to Total Computers	6.2
Ratio of Total Students to Current Computers	9.3
Number of Classrooms with 3 or More Current Computers	2088

Source: Nova Scotia Department of Education

Where do we want to go/be in the future?

Our target for 2005-06 is a ratio of 5 to 1, in terms of total students to total computers.

This is the first time that information has been collected on the number of classrooms with three or more current computers, this information will be used as baseline data and a target will be set after more information becomes available.

Both the IEI and the Technology Recycling Program will help provide computers to our schools.

NUMBER OF RECOMMENDATIONS OF BLAC REPORT THAT HAVE BEEN IMPLEMENTED

One of the Department's core business areas is P-12 Education. The number of recommendations of the BLAC Report that have been implemented is one of the measures for a desired outcome that falls within this core business area, "Responsive and Flexible Learning Environment."

WHAT DOES THIS MEASURE TELL US?

This measure tracks the number of recommendations that have been implemented to date. Note that it does not indicate which recommendations are more important than others.

The Black Learners Advisory Committee (BLAC) Report on Education was completed in 1994. The report is intended to assist government in creating an education system which is equitable, accessible and inclusive for all learners. Recommendations in the report encompasses all education from pre-school through to post-secondary education, as well as adult education. The Department has reviewed the status of the BLAC Report and has developed a strategy for the full implementation of the recommendations.

WHERE ARE WE NOW?

As of 2001, 13 of the 30 recommendations have been implemented.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that by 2005, 20 of the 30 recommendations will have been implemented.

PERCENTAGE OF SCHOOLS IN-SERVICING THE RACIAL EQUITY POLICY

One of the Department's core business areas is P-12 Education. The percentage of schools, in-servicing the Racial Equity Policy is one of the measures for a desired outcome that falls within this core business area, "Responsive and Flexible Learning Environment."

WHAT DOES THIS MEASURE TELL US?

This measure is the percentage of schools in-servicing the new Racial Equity Policy.

It is important that school staff receive in-servicing of the Racial Equity Policy to ensure its proper implementation and understanding.

WHERE ARE WE NOW?

The Racial Equity Policy has been completed and will be implemented in 2002-03.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is that 100% of the schools will have in-serviced staff on the Racial Equity Policy by the end of the 2004-05 school year.

PERCENT OF SCHOOL BOARDS WITH SCHOOL BOARD BUSINESS PLANS

One of the Department's core business areas is P-12 Education. The percentage of school boards with school board business plans is one of the measures for a desired outcome that falls within this core business area, "Improved Accountability/Reporting of Results."

WHAT DOES THIS MEASURE TELL US?

One of the tools available to the Government to ensure accountability in school boards is to require boards to prepare business plans and submit them to the Department of Education. This measure indicates the percentage of school boards complying with the requirement to submit business plans to the Department.

School board business plans are a valuable tool for communicating with stakeholders and being accountable for activities undertaken.

WHERE ARE WE NOW?

The first year school boards are required to submit business plans is 2002-03. Prior to this only one board produced a business plan.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

In 2002-03, 100% of the school boards will submit a business plan to the Department of Education.

REPORTING OF ASSESSMENT RESULTS

One of the Department's core business areas is P-12 Education. The reporting of assessment results is one of the measures for a desired outcome that falls within this core business area, "Improved Accountability/Reporting of Results."

WHAT DOES THIS MEASURE TELL US?

One of the commitments of Government was to provide improved student reporting to parents. This will enable parents to have accurate, regular information about their children's progress. The Department is reporting on these results through the *Minister's Report to Parents*. This measure indicates whether or not this report was produced and released so parents have access to the information.

WHERE ARE WE NOW?

The first *Minister's Report to Parents* was released in March of 2002. The *Minister's Report to Parents* contains assessment results for language arts, mathematics and science in provincial, national, and international tests. The report can be found on the Program of Learning Assessment in Nova Scotia website: http://plans.ednet.ns.ca.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The *Minister's Report to Parents* will be produced and released annually.

NOVA SCOTIANS WITH POST-SECONDARY EDUCATION

One of the Department's core business areas is Higher Education and Adult Learning. The percentage of Nova Scotians with post-secondary education is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

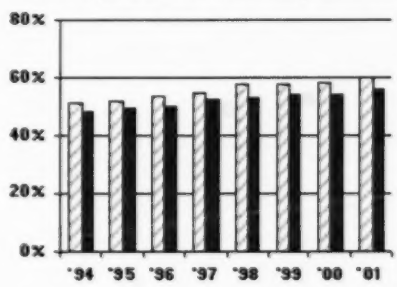
This measure shows the percentage of Nova Scotians aged 25-54 that have a post-secondary certificate, diploma, or degree.

Education is a key variable in improved employment prospects and higher earnings. The attainment of post-secondary education prepares Nova Scotians for the labour market. Research conducted by the federal government suggests that 70% of new jobs will require some form of post-secondary education.

WHERE ARE WE NOW?

In 2001, 59.9% of Nova Scotians aged 25-54 had a post-secondary certificate, diploma, or degree. The percentage of Nova Scotians 25-54 with post-secondary education is higher than that for Canada, and has steadily increased over time.

Percent of Nova Scotians and Canadians, 25-54, with a Post-Secondary Education



Source: Statistics Canada, Labour Force Historical Review

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education, these include the development of a discussion paper for post-secondary education focusing on future size and capacity, quality and accountability; increased funding to the NSCC; ensuring that education and training opportunities at the NSCC are linked to economic opportunities in the province; and a new designation policy for post-secondary institutions.

NUMBER OF DIPLOMAS, CERTIFICATES, AND DEGREES ISSUED BY NOVA SCOTIA INSTITUTIONS

One of the Department's core business areas is Higher Education and Adult Learning. The number of diplomas, certificates, and degrees issued by Nova Scotian institutions is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

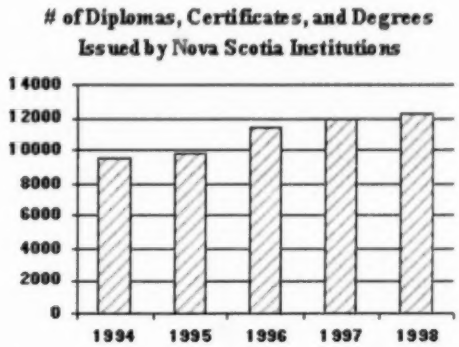
WHAT DOES THIS MEASURE TELL US?

This measure reports the number of diplomas, certificates, and degrees issued by Nova Scotian institutions. It includes community college diplomas, undergraduate level diplomas and certificates, graduate level diplomas and certificates, bachelor's and first professional degrees, Master's degrees and earned doctorates.

This measure indicates the capacity and ability of Nova Scotia institutions to provide post-secondary education.

WHERE ARE WE NOW?

In 1998, Nova Scotian institutions issued 12,124 diplomas, certificates and degrees. The number issued has increased from 1994 to 1998.



Source: Education in Canada, 2000, Statistics Canada Cat. #81-229

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this number continue to increase. Initiatives undertaken in 2001-02 to support this increase included increased funding for the Nova Scotia Community College and the development of the Nova Scotia Advisory Board on Colleges and Universities' discussion paper on post-secondary education. The discussion paper focuses on future size and capacity, quality and accountability in the post-secondary education system.

PARTICIPATION IN THE NOVA SCOTIA SCHOOL OF ADULT LEARNING

One of the Department's core business areas is Higher Education and Adult Learning. Participation in the Nova Scotia School of Adult Learning is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of Nova Scotians participating in literacy and upgrading programs through the Nova Scotia School for Adult Learning. The Nova Scotia School of Adult Learning supports the delivery of adult education programs that allow Nova Scotians to improve their literacy skills and earn credits toward the Nova Scotia High School Graduation Diploma for Adults.

Nova Scotians need opportunities to continue to learn throughout their lives. As the labour market changes Nova Scotians need to develop new skills, improve their literacy, and upgrade existing skills. It is not enough just to provide access to programs, we need to ensure that Nova Scotians participate in these programs. This measure is an indication of participation of adults in lifelong learning.

WHERE ARE WE NOW?

From September 1, 2001, to June 15, 2002, approximately 3000 Nova Scotians participated in programs supported through the Nova Scotia School for Adult Learning. Note that the data are preliminary and do not reflect the whole school year (September 1-August 31).

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

As 2001-02 was the first year of operation for the Nova Scotia School of Adult Learning, it is expected that the number of Nova Scotians participating in these programs will increase over time.

ADULT NOVA SCOTIANS RECEIVING THE HIGH SCHOOL GRADUATION DIPLOMA FOR ADULTS

One of the Department's core business areas is Higher Education and Adult Learning. The number of adult Nova Scotians receiving a high school graduation diploma for adults is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of adult Nova Scotians receiving the high school graduation diploma for adults.

Nova Scotians need opportunities to continue to learn throughout their lives. As the labour market changes Nova Scotians need to develop new skills, improve their literacy, and upgrade existing skills. The previous measure is an indication of participation in programs; this measure is an indicator of how successful participants and the program are in reaching the participant's goal of receiving a high school graduation diploma for adults.

WHERE ARE WE NOW?

In June 2002, the first Nova Scotians received the high school graduation diploma for adults, approximately 150 Nova Scotians received the diploma. Note that the data are preliminary and do not reflect the whole school year (September 1-August 31).

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

As 2001-02 is the first year that the new Nova Scotia high school graduation diploma for adults was offered, it is expected that the number of adult Nova Scotians receiving this diploma will increase over time.

NUMBER OF FAMILY LITERACY PROJECTS SPONSORED

One of the Department's core business areas is Higher Education and Adult Learning. The number of family literacy projects sponsored is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

The measure tells us the number of family literacy projects that were sponsored during 2001-02.

Nova Scotians can receive literacy and upgrading programs through a variety of mechanisms. This helps to prepare them for lifelong learning and the labour market. One of the ways to provide access to these programs is by sponsoring family literacy projects.

WHERE ARE WE NOW?

In 2001-02, 12 projects were supported through the Family Learning Initiative Endowment Fund.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that the endowment fund will continue to grow over time and that the scope of family literacy programming will increase throughout the province.

PARTICIPATION IN WORKPLACE EDUCATION PROGRAMS

One of the Department's core business areas is Higher Education and Adult Learning. Participation in Workplace Education Programs is one of the measures for a desired outcome that falls within this core business area, "Better Educated Nova Scotians."

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of workplaces participating in Workplace Education Programs and the number of programs provided.

Upgrading of skills is important for Nova Scotians to keep current in today's labour market. It is important that employers, in conjunction with the Department, provide access to these programs through initiatives such as the Workplace Education Program.

WHERE ARE WE NOW?

Over the past three years the number of workplaces participating in the Workplace Education Programs and the number of programs offered have increased.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have these numbers continue to increase.

Participation in Workplace Education Programs

Year	# Workplaces Participating	# Programs Offered	# Participants*
1999-00	31	88	880
2000-01	37	108	1080
2001-02	49	119	1190

*Estimated

Source: Nova Scotia Department of Education

POST-SECONDARY ENROLMENT

One of the Department's core business areas is Higher Education and Adult Learning. Full-time post-secondary enrolment is one of the measures for a desired outcome that falls within this core business area, "Accessibility."

WHAT DOES THIS MEASURE TELL US?

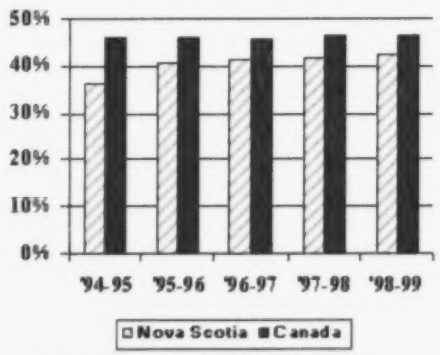
The measure tells us the percentage of Nova Scotians, aged 18-24, that are enrolled in full-time post-secondary programs, that is, community college, and undergraduate and graduate university programs, in Nova Scotia and in other jurisdictions.

Accessibility to post-secondary education is important to have Nova Scotians well prepared to participate in the labour market.

WHERE ARE WE NOW?

In 1998-99, 42% of Nova Scotians aged 18-24 were enrolled in post-secondary education programs. This percentage is increasing over time. Nova Scotia has a lower percentage of 18-24 year-olds enrolled in post-secondary education programs than Canada.

Percentage of 18-24 Age Group Enroled in Post-Secondary Education Programs



Source: Education in Canada, 2000, Statistics Canada Cat. #81-229, and Statistics Canada

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Initiatives undertaken in 2001-02 to support this increase included increased funding for the Nova Scotia Community College and the development of the Nova Scotia Advisory Board on Colleges and Universities' discussion paper on post-secondary education. The discussion paper focuses on future size and capacity, quality and accountability in the post-secondary education system.

CHANGES TO THE DEPARTMENT OF EDUCATION OUTCOME MEASURES

The following measures have not changed:

- Student Achievement Indicator Program
- Nova Scotia Examinations
- High school graduation rate
- P-12 computer ratio
- Percent of school boards with school board business plans
- Participation in workplace education programs

The following measures have been added:

- Students feeling safe
- *Physical Education Safety Guidelines* implementation
- *Science Safety Guidelines* implementation
- Cigarette use
- Number of recommendations of BLAC report that have been implemented
- Percentage of schools in-servicing the Racial Equity Policy
- Reporting of assessment results
- Nova Scotians with post-secondary education
- Number of diplomas, certificates, and degrees issued by Nova Scotia institutions
- Adult Nova Scotians receiving the high school graduation diploma for adults
- Number of family literacy projects sponsored
- Post-secondary enrollment

The following measure has been refined:

- Participation in adult education initiatives has been refined to be participation in the Nova Scotia School of Adult Learning

The following measures identified in the 2001-02 business plan are no longer being used by the Department from the perspective of accountability:

- Percentage of students at or above their peers' reading level three years after completing Reading Recovery™ — although this program is still important the priorities of the Department have been on Active Young Readers and Writers in Action
- Number of classes with more than 30 students at elementary level — currently there are no initiatives being undertaken in the department to reduce class sizes
- Percent of schools with school advisory councils — the role of school advisory councils will be changing with the piloting of the school accreditation projects, in the future other measures will likely be of more value
- Percent of schools with school improvement plans — schools are not required to submit their school improvement plans to the department, therefore data are not available

- Value of research grants awarded by national granting councils to Nova Scotia universities — currently the department is not providing support to the universities to enable them to obtain more money through grants by the national granting councils
- Comparison with Atlantic Provinces of success in finding employment in field of interest by university graduates; trend in success in finding employment in field of interest by community college graduates — this indicator is more in the control of the universities and community colleges than the department
- Comparison with Atlantic Provinces of university graduate satisfaction levels with their learning experience — this indicator is more in the control of the universities and community colleges than the department
- Comparison with Atlantic Canada of graduate debt levels incurred while attending university at time of graduation — currently the department is not undertaking initiatives aimed at reducing debt levels of students, this may be of value in the future
- Number of schools registered under Private Career Colleges Regulations Act — this is not an outcome measure and does not provide valuable information from an accountability perspective
- Administration spending as a percentage of total expenditures — this is more of an accounting practice as opposed to accountability
- Conveyance cost per student transported — this is more of an accounting practice as opposed to accountability
- Costs per standard classroom — this is more of an accounting practice as opposed to accountability
- Number of students taking courses online — there are currently no initiatives to increase access to online courses
- Proportion of classes with direct Internet access — this measure does not provide any indication as to the use of the Internet by teachers and students
- Percent of curriculum documents that include race relations and cross-cultural understanding components — all new documents are to include race-relations and cross-cultural understanding components, therefore this measure is redundant
- Number of adult literacy programs developed for the Acadian, English as a Second Language, Mi'kmaq and African-Canadian communities — due to financial constraints these programs have not been identified as priorities for the Department
- Participation in entrepreneurship activities — CEED is becoming a not-for-profit agency, therefore they will no longer be accountable to the Department
- Participation on the Community Learning Initiative, Correspondence Study, GED and other training offered by the Adult Education section of the Department — although these programs are important the priorities of the Department have been on the Nova Scotia School of Adult Learning